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RURAL SCHOOL NUMBER NORMAL HEIGHTS

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No. 4.

RURAL KENTUCKY IN PEACE AND WAR

A Study of the Conditions and Resources of the State, With Suggestions for Improvement in the Immediate and More Remote Future.

FOREWORD.

In the following pages we have stated some facts and figures in regard to the rural portion of the Commonwealth of Kentucky. The figures are gathered from the most reliable sources available and the suggestions have the endorsement of our leading rural citizens and rural workers.

Please remember that a statement of facts is not a criticism. It is an honest effort to put the plain facts and conditions before the people in order that we may all work together at the proper places and bring Kentucky up to her rightful position among the states.

A. C. BURTON.

June, 1918.

THE WESTERN NORMAL SCHOOL AND OUR RURAL PEOPLE.

For a quarter of a century the Southern Normal School and later the Western Kentucky State Normal School have been fighting the battle of our country people. Ninety per cent of its faculty has always been drawn from the valleys and hills of our farms. Its greatest slogan has always been, "more abundant life" for our rural people. We have not changed our attitude at all.

More than half our revenues come from the cities but more than three-fourths of our students come from the country. Our greatest ambition is to inspire many of them to go back to the country and help solve the rural problem. We fully realize that if they will go back they can do the work more effectively than anybody else. They will know the conditions from first hand knowledge and they will have the training to do their work well.

The Normal School has always stood for trained teachers in the rural schools. Today it is more fully convinced than ever that we can never have the best opportunities in the country until we do have trained teachers for the rural schools.

We have always sought constructive criticism from our country people. We now urge all of you who read this paper to tell us frankly how we may help you and your people in any way; to tell us, if you know, how any of our plans are failing to reach the needs they are intended to supply.

We are all parts of one great whole; if you fail we fail to some extent. If we fail you must suffer in consequence. When the Normal School is able to completely fulfill its mission all of Western Kentucky will be making satisfactory progress. When Western Kentucky is able to live up to its greatest possibilities the Normal School shall have come into its own. We must all suffer together, we may all rejoice together.

Let us all work together to learn the conditions in our state. When we know the conditions we shall know the needs, and knowing the needs we shall be able to work effectively at the problem of lifting our section to its rightful place.

POPULATION.

In 1910 Kentucky had a population of 2,289,905. Of these 555,442 were urban and 1,734,463 were rural. The U. S. census includes in rural population all people who live in the country and those who live in villages and

towns of 2,500 or less. If we allow 234,000 for the towns of any size at all over the state, that leaves 1,500,000 purely rural people.

There are about 55,000 colored people living in the country in the state. So 1,445,000 of the country people are white. Of these white people almost 99 per cent are native born. So that in our rural life we have no foreigner problem and practically no race problem.

But our rural population is not increasing; in many sections it is becoming smaller. We need more people in most rural sections for the betterment of rural conditions. We shall hope to show, in the following pages, some of the reasons why we are not growing.

RURAL HEALTH CONDITIONS IN KENTUCKY.

(The latest available data is for 1916.) The death rate in Kentucky for 1916 was 12.5 for each 1,000 people. In Western Kentucky it is not better on the average in rural counties than in those containing large cities. Pneumonia and tuberculosis, our two most fatal diseases, are worse in rural counties than in those having large urban counties.

If the rural people had about the same death rate as the rest of the people then we had 18,750 country funerals in 1916. Of these 8,250 or 44 per cent are considered preventable. If this be true we had in 1916 8,250 unnecessary deaths in the country, the same number of broken hearted families, to say nothing of the enormous financial loss of the families and the state.

It is claimed by careful students of health problems that not more than one-seventh of those who are ill from preventable diseases die. On that basis we had in 1916, 49,000 cases of preventable sickness in rural Kentucky.

It is estimated that the value of a life to society and the family at the average time of death from preventable causes is \$1,700. This would make a loss to rural Kentucky in one year of \$13,925,000.

It is also estimated that cases of real illness where the patient must go to bed, employ a physician and have attention in nursing, cost on the average, for doctor's bill, nurse hire, drug bills, loss of labor to the person sick and those who wait on him \$94.00 a case. This means an annual loss to rural Kentucky of \$4,663,000 for preventable sickness. Add to this the financial loss on those who die and it amounts to \$18,588,000. When we remember that this cost is estimated on less than half our actual sickness in the country districts we must realize that illness and death make an awful drain upon the incomes of our rural people as well as upon their hearts and minds.

2,750 of our rural people died from tuberculosis of the lungs in 1916. Yet nearly all our physicians claim that the disease can be both prevented and cured. If not cured then arrested so that the patient may live out his life and die from some other cause.

WHAT CAN BE DONE?

It will require a long time, no doubt, to stop all disease now considered preventable. But any community can do much. Many communities have

accomplished results that are marvelous, in a very brief time, by earnest, active effort. May we suggest the following things that are painfully within the reach of all our rural people

1. At least one visiting nurse in each county.
2. One full time health officer employed on some non-political merit system.
3. A sanitary toilet for every home and school.
4. Every home and school screened against flies.
5. A throat spray in every home.
6. Annual dental inspection for every rural person—preferably at public expense and inspection enforced.
7. A tooth brush owned by each member of every family.
8. Ventilation carefully taught in every school. The teacher instructed by the nurse or physician.
9. Anti-spitting campaign in every school and church.
10. A sanitary drinking outfit in every public building.
11. Regular instruction in breath-

ing, posture, bathing, eating, sleeping and exercise for all the people.

How are these things all to be paid for, you ask? Why, 10 per cent of the money now lost on preventable sickness will pay for them and leave a handsome surplus.

INDUSTRIAL CONDITIONS.

Kentucky had in 1910—259,185 farms. These farms averaged—85.6 acres each.

Average value including buildings—\$28.60 per acre.

No. of farms operated by owners—171,325 or 66.1 per cent.

No. of farms operated by tenants—87,860 or 33.9 per cent.

Land not improved is—35.3 per cent of the whole.

Native born white farmers—94.7 per cent of the whole.

There are in the state—11,730 colored farmers.

Live Stock on Farms in 1910.

Cattle—1,000,608 on 220,608 farms, less than 5 per farm.

Hogs—1,491,816 on 173,846 farms, about 8 per farm.

Sheep—1,363,013 on 45,697 farms; more than 5-6 of the farms had no sheep.

Chickens—8,000,457 on 231,031 farms, or 34 per farm.

Crops Grown in 1909 (U. S. Census 1910).

Corn on 3,436,340 acres produced 83,348,024 bu. or 23 bu. per acre.

Wheat on 681,328 ac. produced 8,739,260 bu. or 12.8 bu. per acre.

Tobacco on 469,725 acres produced 398,482,301 lbs. or 840 lbs. per acre.

In 1909 25.1 per cent of all our farmers bought feed.

In 1870 when the population was less than half what it is now, the state had 635,798 cattle and 918,574 hogs; they raised 5,475,552 bu. of wheat and 47,237,994 bu. of corn. The tobacco crop in 1870 was 98,760,437 lbs. The increase in cattle in forty years was a little more than 50 per cent; in hogs 14 per cent; in wheat 11 per cent; in corn 75 per cent and in tobacco 400 per cent.

The number of cattle and hogs could easily be doubled on the same farms with great advantage to the farmers. Our corn crop could be increased 50 per cent without increasing the average; the same thing may be done with wheat. The tobacco crop could be made to yield as much on two-thirds the number of acres. The number of poultry could easily be doubled and the income from eggs trebled by proper breeding and proper care.

KENTUCKY'S RANK AMONG THE STATES.

Wheat.

In 1840 Kentucky was 1st in the production of wheat.

In 1850 Kentucky was 9th in the production of wheat.

In 1870 Kentucky was 2th in the production of wheat.

number of people engaged in farming. We should produce our own food and feed and have much to spare. May we suggest the following as a means to rural betterment and to helping us do our full duty in the world's greatest struggle.

1. An intensive and widespread campaign for more and better chickens. Boys and girls could produce \$12,000,000 worth of poultry and eggs next summer. The average farm can double the number of chickens and treble the income from them.

2. A widespread campaign in orcharding.

3. Another for growing grapes and the manufacture of grape juice.

4. Teaching simple elements of farming in all rural schools.

5. A higher conception of the dignity and patriotism in good farming.

6. General instruction on the convenience and economy in good equipment on the farm.

7. Lectures and demonstrations in the country, on testing seed and milk.

8. A campaign for legumes on every farm.

9. Widespread information on buying and selling on the farm.

10. Instructions and appeals to everybody on the uselessness of dogs and the value of sheep to the farm and the farmer.

11. A pig club among the boys in every district in the state. The rural schools of Kentucky could in the next twelve months produce 30,000,000 lbs. of pork and lard for the allies and add \$6,000,000 to their war savings.

12. There should be a concerted effort in every county to secure an efficient permanent farm agent. Many instances can be given in which the agent has been worth, to the farmers of the county, more than ten times



A Rural School on the Road to the County Fair

In 1910 Kentucky was 16th in the production of wheat.

Corn.

In 1840 Kentucky was 2nd.

In 1850 Kentucky was 1st.

In 1870 Kentucky was 6th.

In 1910 Kentucky was 9th.

Tobacco.

In 1850 Kentucky was 2nd.

In 1870 Kentucky was 1st.

In 1910 Kentucky was 1st.

Hogs.

In 1850 Kentucky was 2nd.

In 1870 Kentucky was 5th.

In 1910 Kentucky was 14th.

Cattle.

In 1910 Kentucky was 22nd.

Sheep.

In 1910 Kentucky was 13th.

Poultry.

In 1910 Kentucky was 14th.

Nothing is plainer to the intelligent citizen than that Kentucky must improve her farming conditions or lose in her farming and all other conditions. In times of peace and in times of war we grow too little of the necessities of life in proportion to our area, the fertility of our soil and the

his salary, besides the contribution he makes to permanent uplift and improvement.

OUR RURAL SCHOOLS.

It is still true, as it has ever been true, the hope of our rural life lies in our rural schools. But they must be made better. Many thinkers on rural questions feel that they must be made the best schools in the land, so that there may be no pull at all toward the city, so far as the schools are concerned. Our houses must be better equipped and more fully equipped, our teachers must be more thoroughly trained, and our attendance must be wonderfully improved.

We have in the rural districts of our state about a half million boys and girls of school age. We have 8,347 rural schools taught by nearly 10,000 teachers. The average attendance for 1916 and 1917 was about 251,000 or 50.2 per cent of those in school age. In the cities the attendance was about 75 per cent of the census.

The teachers in the rural schools are often young, inexperienced, and poorly trained. Often they are using

the sacred calling as a temporary makeshift and not trying to improve. In 1915 1,520 teachers taught for the first time, or about one school in every six was taught by a beginner. This is not worse than usual but better, for the average time of service of our country teachers is less than six years. It is absolutely impossible to have a full corps of well trained teachers in the country so long as all places must be supplied anew every five years, or about that time.

Certification and Preparation.

In 1915 the rural teachers of the state were certified as follows: 2,211 held second class certificates; 7,211 held first class certificates; 577 held state certificates issued by the state board and 683 held certificates issued by the Normal schools and the University of Kentucky. Only 2,141 of those who taught in the rural schools in 1915 had ever been to a State Normal School or school of education.

A careful and intensive study of some counties in the state shows about the following results as to the training of teachers: 30 per cent are well trained, 30 per cent are partially trained and 40 per cent are wholly untrained. The state superintendent's report shows conclusively that conditions in the state, as a whole, are not better than this, but rather that they are not so good. This means that 200,000 of the pupils of our rural schools, if they go to school at all, must go to teachers who are wholly untrained for their work.

Distribution of Rural Pupils.

For the year ending June 30, 1915, our white rural school children who attended school that year were distributed as follows:

First grade	113,129
Second grade	60,485
Third grade	55,553
Fourth grade	47,509
Fifth grade	38,947
Sixth grade	27,953
Seventh grade	25,332
Eighth grade	22,857
H. School	10,057

Far more pupils were in the first three grades than in the other five grades and the four years of the high school combined. Untrained teachers do their poorest work in the lower grades. Those grades are so large that the pupils get very little individual attention. For these two reasons their chances for getting on are very poor. From the white schools there were 3,247 common school graduates, or about one for every seven pupils in the eighth grade. This is a very poor showing but is partly due to our very clumsy and expensive system of getting boys and girls to graduate from the common schools. Since every intelligent and patriotic citizen of Kentucky is interested in the welfare of the state and since the welfare of the state is unalterably linked to the schools, we beg to offer a few suggestions which we think would help rapidly and materially.

1. A compulsory attendance law which would compel.
2. More scholarship and training as a pre-requisite to teaching.
3. Consolidation and transportation of pupils whenever and wherever at all practicable.
4. Some hand work for boys and girls in every school.
5. The six and six plan for rural schools so that the one teacher schools would never have to handle more than six grades.
6. Diploma examinations in every educational division at the end of its school year.
7. State aid for consolidated schools.
8. State aid for all vocational work.
9. Special state and county aid for fully trained teachers in all schools.
10. A larger tax levy required by all counties for school purposes.
11. State aid in the purchase and selection of school libraries.
12. A higher degree of qualification and a higher minimum salary for county school superintendents.
13. A plan for a standardized school that is simple and attainable in every county.
14. A plan of supervision that will insure, at least, monthly visits to all schools that have not attained a standard.
15. Extension work from the Normal Schools that shall teach all the schools in the state every year.

The Rural Church.

Our rural people are naturally a religious people. Practically all of them believe in the fundamental principles of Christianity. Many of them will

not live, if they can help it, where the church is not alive and performing its function. This fact will account for a great deal of the rural exodus to the towns and cities in recent years. Unless we get a new philosophy of life, which is not likely, we can not save the country church.

Rural Kentucky with a population of 1,500,000 has about 525,000 members of Christian churches. They belong very largely to four denominations. So the problem is not so complex as it is in many places. But a careful study of the question in numerous small areas leads to the conclusion that the rural church is not growing. Perhaps one-fourth of the individual churches are growing, one-half are about standing still and one-fourth are losing ground. Attendance at church services in many localities is very poor and less than half our rural children have any Sunday school advantages. The music in country churches in most sections is not as good as it was years ago. The preaching is often dull and uninteresting and the young people are drifting away from the church. This mighty problem, many think the mightiest of all the rural problems, must be left for students of church life and church workers, in the main, but we beg to offer a few suggestions:

1. There must be developed a rural ministry whose most fervent prayers will not be a call to city churches.
2. Trained Sunday school workers for country Sunday schools.
3. The spread of information in a very positive way; that if a church is not growing it is dying.
4. A revival of interest in music in the country.
5. Definite training of country people to the notion that religion is altruistic and not individualistic.

bartered away less by rural than by urban voters. But a great number of rural Kentucky white men go to the polls and sell their votes when there are those who want to buy. The right to aid in government through the franchise is our most sacred and most costly heritage. No country can ever be great or good so long as the balance of power among its voters is for sale. Our mud tax is so great in many counties that there can be no surplus to do the other things that are needed. No community has so few possibilities as the one whose roads prevent the people from getting to market, to school and to church. Lowered production and costly marketing costs rural Kentucky a dozen times the difference between the school fund in Kentucky and Massachusetts.

The rural citizen often boasts that he votes against road bonds and so votes to keep his unborn posterity out of debt. Poor misguided man, he is voting his posterity into poverty so abject that it will not be able to borrow anything. The richest people borrow the most and spend most wisely. The poorest people can not borrow at all.

The laws against life and limb are better obeyed by rural people than by any people in the world. The great cities would do well to learn from our backwoodsmen their wholesome respect for the laws against murder and robbery. The country people's worst crimes are such deeds as soil robbery, soil pollution, harboring flies and rats, and neglecting the school and the church.

Good civic life must begin at home. It would be a long step toward rural uplift if we could teach our rural people that the selection of school trustees, county school superintend-

RURAL KENTUCKY AND APPRECIATION

A proper appreciation of what is beautiful in art and nature is wanting among many of our people both rural and urban. We are addressing ourselves here to the rural problems in Kentucky and would not be understood to claim that rural people are far behind, but rather to express the opinion that they ought to be in front. Rural people are close to the main sources of art. Those of us who fail to get pleasure and help from the beautiful things around us are losing much of our rightful inheritance. It is earnestly hoped that churches and schools and any other rural institutions that are found in the community may soon come to help in inspiring a love for those things which are attractive.

Petty vandalism in the country, as it often exists, is prima facie evidence of gross lack of appreciation. All such acts as cutting names and figures on school and church furniture; marking and defacing the walls of public buildings; throwing stones into windows and chipping off the grave stones in rural cemeteries, speak in loud tones of the gross lack of education along lines that are tremendously important.

The man who, without cause, allows his fence rows to remain uncleaned, his buildings unpainted or white washed, his horses uncurried, his buggy unwashed, his yard ill kept, his teeth uncleaned and his body unbathed, is not only doing himself injury in a business way, but he is failing to do his part to develop the spirit of appreciation in his community.

The kind of music or lack of music

7. The rural cemeteries should be either abolished or consolidated and incorporated so that they may be permanently well kept.

8. The study of flowers and vines, both wild and cultivated, should be a part of all education.

9. Much interest in birds may be kindled by a little sympathetic help.

REPRESENTATIVES MEET ALL TRAINS

A representative wearing the badge of the Normal School will meet any in-coming student at the station when requested to do so before the arrival of the train. This representative will have all information as to rooms and board and will be prepared to render gladly all the service within his power. We suggest that unless you have personal friends to assist you, that you consult our representative before making definite plans for board. Write us a few days before you leave home stating the hour of your arrival in Bowling Green.

CHANGING ATTITUDE TOWARD RURAL SCHOOLS

There is a very rapidly growing feeling that country schools ought to be good schools. Many are coming to believe they should be the best schools. Every year brings to the Normal School a greater demand for trained teachers in the country. Not only is the demand for trained teachers growing but the salary for trained rural teachers is, in many counties, growing apace with the demand. In one county the maximum difference in salary between the best trained teachers and the untrained teachers is thirty dollars per month. In other counties teachers without any training are not employed at all.

No less striking is the changing attitude of the teacher. A dozen recent graduates of the Normal School have dedicated their lives to rural school work. Two girls refused city positions at more than double the salary and went to the country to teach one room schools. Three of our girls have made state wide reputations in three years by the excellent work they have done in the hills. Many who are now beginning their training will give themselves to the country schools. Altogether the outlook is very hopeful and the sun must be rising upon a great day for our rural schools.

RURAL DEMONSTRATION SCHOOL

A Rural Demonstration School, operated under the direction of the Department of Education of the Western Normal, will be organized and established within the immediate future. The function of this school will be to offer students concrete training in the most approved methods and processes of teaching in the rural districts. It will have as one of its ends the development of a rural appreciation on the part of teachers who assume rural responsibilities. The best available teacher will be selected for this school and students in the Rural School Department will be given the opportunity of observation and practice. Care will be used in selecting a location for this school which will combine at once convenient proximity to Bowling Green and the characteristics of a typical rural school. Further announcements will be made in the next issue of Normal Heights.

SALARIES

The salaries which are being offered by school boards this year give evidence of the very wholesome attitude on the part of school officials to adjust their schedules to the general upward trend of things. The Normal School is constantly asked to recommend principals at from \$80 to \$140 and teachers from \$60 to \$90. Boards and patrons are seeing more clearly than ever before the value of employing trained teachers and prospective students are assured that the premium placed by school boards upon educational merit will at least equal that offered in other fields of service.



Social Hour at a Rural Life Conference

6. Church debates and disputes usually help the cause of Satan and not the cause of Christ.

7. Narrowness in a country man is just as little and harmful as it is in town or anywhere else.

8. Rural Kentucky does not need church union. Any effort in that direction will be worse than wasted. It does need united effort to re-establish the loftiest of all ideals in the hearts of our rural people.

9. Regular attendance at church and Sunday school should be impressed upon all people as a sacred obligation.

10. The same man can say amen at church and pitch horse shoes next day and be a good man all the while.

11. The social needs of the young people should be cared for by the country church unless it is done fully by the school. If the school is doing it the church should help.

Rural Civic Ideals.

It is well known to all students of people that there is less crime and less corruption in the country than in the cities. But disrespect for law in our country communities is all too common. We can never have the great state to which we are entitled until our rural people are filled with a profound respect for all law. Bad laws must be repealed and not disobeyed if we would have a great citizenship. Our compulsory school attendance law is most flagrantly violated by our rural people. Thousands of our rural patrons consider it an evidence of virtue and dignity to laugh in the face of a law which was intended to make better parents and better children. No law in our state is more violated in any section of the state, city or country.

The right to vote is, most likely,

ents, county judges, members of fiscal courts and road engineers is of more importance to the community than the election of Governors, Senators and Presidents.

Then our rural patriotism needs a great deal of stimulation. The American farmer's opportunities are the greatest and most inspiring afforded to any farmers in the world. He should rejoice to be able to pay taxes, to buy bonds, to produce supplies, to conserve food, to fight and to die if need be for the grandest democracy in the world.

Suggestions:

1. Our rural schools should teach Rural Civics.
2. Every pupil should be filled with the sacredness of the right and duty to vote.
3. Local government should be given first place.
4. The rights of others should be taught as forcefully as the rights of self.
5. Co-operation is the country man's greatest civic need.
6. How to save and how to spend money are subjects for education.
7. Giving testimony is not tattling. It is not a virtue to evade the grand jury.
8. To stay at home on election day and work is to sell half one's right to vote.

AS TO TRUNKS

Arrangements have been made whereby the trunks of students may be delivered to any part of the city at a nominal rate. For full information ask the representative of the school who meets you at the station. Give your trunk checks to him, and he will see that it is attended to satisfactorily.

often heard in the rural church not only reflects no credit on the community, but is highly discreditable to the cause of religion which they espouse. There is a vast amount of undeveloped talent for all kinds of music among our Kentucky young people. What a great thing it would be for some big-hearted philanthropist to assume for his contribution to the uplift of rural Kentucky, the development of latent music talent among our people.

The lack of good pictures in our country homes and public buildings is a fertile cause for some of what people call the barrenness of our rural life. Some other great souled man might attack the problem of bringing our people in contact with good pictures.

The dress of some of our country people needs much attention. Not that it should be more expensive oftentimes, but rather better selected and better made. The laundry problem in the country is one which is wholly unsolved. The schools could do much to teach both taste and economy in the matter of dress.

SUGGESTIONS.

1. Every school should own a phonograph and some good records.
2. The old time singing school should be revived everywhere.
3. Country orchestras should be organized in every locality where it can be done.
4. Every school should have pictures on the walls, flowers and shrubbery in the yard.
5. Our public highways should be beautified.
6. Every country organization should have a committee on decoration and beautifying all public and private property.

MILITARY TRAINING TO BE OFFERED IN THE FALL

Western Normal to Co-operate With War Department in the Establishment of the Student Army Training Corps.

Great Opportunity For Young Men Just Out Of High School

Arrangements have practically been completed with the War Department at Washington whereby military training will be offered by the Western Normal in the fall. Under the plan any student may take the work who desires, but it is not compulsory. The purpose is two-fold: First, to develop as a great military asset the large body of young men in the colleges, and second to prevent unnecessary waste and depletion of the colleges through indiscriminate volunteering by offering to the students a definite and immediate military status. Those students who did not graduate this past spring are urged by the War Department and by this institution to continue their education and take advantage of this opportunity to serve the nation. In telegraphic instruction from the Adjutant General, President Cherry was instructed to send to Plattsburg, New York, three members of the faculty and ten students for sixty days' intensive military training. These faculty members and students will return to Bowling Green about the middle of September to assist an officer who will be assigned to this institution as a military instructor by the War Department. Prof. A. L. Crabb, of the Department of Education; Prof. H. M. Yarbrough, of the Department of Mathematics, and Prof. O. L. Cunningham, of the Department of Science, and Messrs. Geo. A. Hunter, F. Z. Monarch, Clifford E. Smith, J. C. Lawson, Sewell Wilford, N. T. Hooks, Will Hutcherson, Warner Willey, C. S. Lowery and Guy Shenk are now at Plattsburg in training.

While all of the details have not yet been worked out on account of not having full information from the War Department, the following information will be of interest:

(a) **Students' Army Training Corps.** There will be created in the Army a Students' Army Training Corps. The training units to be organized under this plan will be designated The Students' Army Training Corps units.

Training units will be organized in the colleges in the various branches of the service in accordance with the needs of the Army as determined by the War Department, taking into account the character of the institution. The great majority of the training units will be for instruction in the line branches of the service. Such units will be organized in all non-technical institutions. Most of the units will be infantry units; others will be field artillery, heavy artillery and possibly one or more cavalry units. A limited number of units for training in the staff departments of the service will be organized in selected medical schools, engineering units in engineering schools, and a few units for other special branches of the service.

(b) **Enlistment and Enrollment.** All able-bodied students in the colleges in which training units are organized will be encouraged to enlist if over the legal enlistment age of eighteen. Students under eighteen will be encouraged to enroll in the training units. Students neither enlisted nor enrolled will not be entitled to enter the training units or to receive the instruction. The enlistment contract of all students over eighteen will constitute them members of the Army of the United States, and they will become thereby subject to active service at the call of the President. The enlisted students will be on furlough status until called to the colors, and will receive no pay or allowance except when attending summer training camp, in which case they will

be entitled to transportation and rations as provided in section 78, Bulletin 16, 1917, for members of the R. O. T. C. All enlistments will be in the grade of private.

(c) **Call to Active Duty; Policy of the Government.** It will be the policy of the Government not to call members of the Students' Army Training Corps units to active duty until they reach draft age, unless urgent military reasons compel an earlier call. A system will be devised whereby the military instructors of the colleges will certify to the Adjutant General of the Army the names of those students who are members of the Students' Army Corps who have reached draft age. Orders will then be issued calling such students to duty on the thirteenth of the following June. This will permit them to complete the college year in which they are then engaged. It is emphasized that the student-body is not to be made a deferred or favored class under the selective service act.

(d) **Discharges.** Provision will be made for discharge in appropriate cases—unfitness, misbehavior, dependent relatives, and the necessity to leave college for causes beyond the student's control. No such discharges will remove the student's liability to draft.

4. (a) **Nature and Amount of Training.** The character of the training will depend upon the kind of training unit which is organized in the particular institution, whether infantry, cavalry, field artillery, engineers, signal corps, air service, heavy artillery, tank corps, ordnance, quartermaster or medical. Courses of instruction will be prepared appropriate to the various units.

The standard time to be allotted to military work will be in the case of all units ten hours per week during the college year, supplemented by six weeks of intensive training in a summer camp. The ten hours a week standard, however, will not involve the hours of outdoor work in drill. A feature of the system will be the giving of liberal credits for academic work in line with the military instruction, so as to hold the outdoor work to feasible limits. In this connection due regard will be had to the character of the academic courses and the nature of the training units.

In the case of training units in the line branches of the service the courses will usually provide for six hours per week of practical instruction, including drill and rifle practice and four hours of credits from academic studies of military value.

(b) **The Summer Camp Will be an Important Feature of the System.** Summer Camps for a period of six weeks each year will be provided for members of the training units. At these camps there will be an intensive and rigid course of instruction under experienced officers. Transportation to and from the camps and rations while at camp will be furnished by the War Department.

(c) The above plan will provide (on the basis of 33 weeks for the academic year, and a six weeks' camp) approximately 650 hours of military work per annum. It is expected that this will qualify a considerable percentage of the students to enter officers' training camps on being called to the colors, and a large percentage of the remainder to serve as non-commissioned officers. The number to be certified for training as officers from any institution will not be based on an arbitrary percentage. It will depend on the quality of the men developed at that institution and the necessities of the service at the time.

5. **The Corps of Instructors.** Officer instructors and non-commissioned officer instructors will be provided by the War Department when available. Officers returning from overseas and unfit for further field service will be utilized when available.

In order to supplement the instruc-

tors assigned by the War Department, and to enable the colleges to develop a force of assistant instructors, there will be held, beginning about July 15, 1918, camps for instructors, to continue sixty days. The colleges will be invited to send a limited number of picked students and members of their faculties to these camps. These camps will be conducted with a view to teaching the attendants to give military instruction to students, and it is believed that satisfactory results can be obtained from an intensive sixty-day course. Details concerning these camps—location, cost, method of application, etc.—will be sent at an early date.

6. **Uniforms and Equipment.** The Government will supply the necessary uniforms, rifles and other equipment, so far as supplies are available.

7. **Administration and Inspection.** (a) The Students' Army Training Corps, including the R. O. T. C. units, will be supervised and controlled by the Training and Instruction Branch, War Plans Division of the General Staff, in accordance with instructions of the Chief of Staff. An advisory board to this committee representing educational interests has already been appointed by the Secretary of War. This will insure the closest co-operation between the War Department and the colleges in the administration of the system.

(b) The importance of effective inspection is recognized, and a staff of traveling officer-inspectors will be detailed to visit the institutions at frequent intervals.

8. **Relation of R. O. T. C. to the Students' Army Training Corps.** In all colleges having an O. R. T. C. unit, the already-earned status and privileges of the students now enrolled therein will not be disturbed. Institutions now having recognized R. O. T. C. units may, if they so desire, establish in addition Students' Army Training Corps units.

The courses of training will be uniform in all colleges, including those now having R. O. T. C. units, and uniform standards will govern the selection of students to attend officers' training camps. The general purpose is to provide a uniform system in all colleges, while not prejudicing in any way students who are already enrolled in the R. O. T. C.

9. Detailed regulations in pursuance of the above are in course of preparation, and will be sent to the colleges as soon as practicable.

By order of the Secretary of War.
H. P. McCAIN,
The Adjutant General.

The matter of credits for students who take advantage of this opportunity to have military training will be given serious consideration. It will be the policy of the institution to be as liberal as the circumstances will justify and satisfactory arrangements will be made regarding the matter of

credits. We look upon this as one of the greatest opportunities that has ever come to the members of our student-body, and it is earnestly hoped that every young man entering school will take advantage of the Students' Army Training Corps. The Students' Army Training Corps unit for this institution was accepted upon the information contained above and supplementary information and conditions will be received from time to time from the War Department.

RED CROSS SERVICE

A number of the former students have volunteered, been accepted, and are now in the service of the American Red Cross organizations in France. Numerous others have recently registered in response to the call of the Government for war nurses in the military hospitals in this country. We want to get these names and addresses and earnestly ask that friends and relatives send them to us. Our noble girls who are in the War Service are entitled to be on the honor roll of the Western Kentucky State Normal School.

UNIFORMS

Uniforms consisting of one heavy woolen overcoat, two cotton coats, two pair of cotton trousers, one pair of leggins, one pair of shoes, one service hat, and one hat cord will be furnished to students who are enlisted or enrolled in the Students' Army Training Corps. It is also thought that rifles and ammunition will be furnished.

OPPORTUNITY FOR HIGH SCHOOL GRADUATES

The mental training that is gained from the completion of a thorough high school course by a student, who has given himself professional training in addition, puts him in a position where he can command a splendid opportunity in the way of salary and influence. It has become the custom for superintendents of city and town schools to visit our institution each year with a view of becoming acquainted with the student-teachers who are expecting to teach. Everything else being equal, the graduate of high school has a much better opportunity to secure the best position offered. If you have completed a thorough high school course, you will, no doubt, be able to secure a state certificate from this institution in the minimum time. Be sure to send for the catalog explaining in detail the different courses of study offered.

KINDLY CUT THIS OUT; GIVE ANY INFORMATION POSSIBLE AND MAIL TO US.

President H. H. Cherry,
Bowling Green, Kentucky.

My dear President Cherry:

Below you will find names of young men who are in military service and also names of young women who are enlisted in the Red Cross Nurses Corps under the direction of our Government.

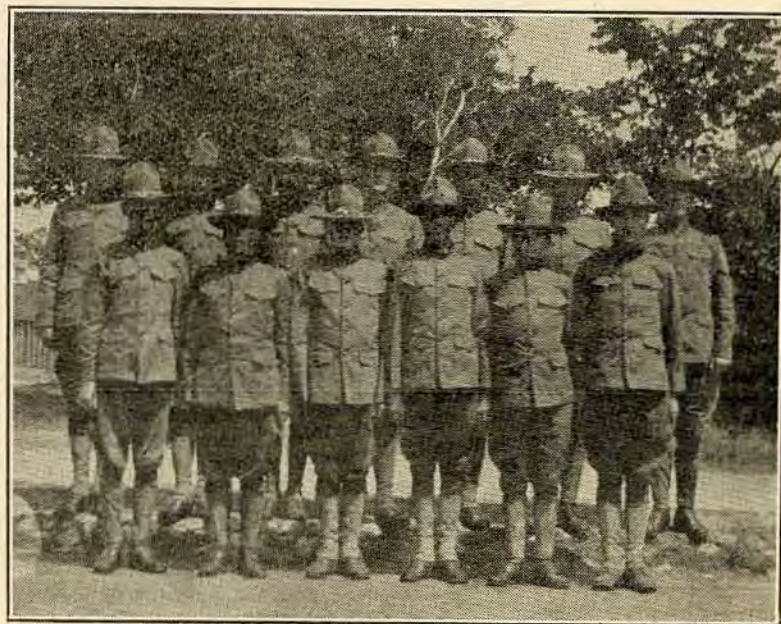
Name	Home Address	Present Address

The following young people expect to attend school somewhere soon:

Name	Address	Course of Study Desired	Enter School about when

Very truly yours,

.....(Name)



The Western Normal Representatives at Plattsburg Barracks, N. Y.

THE COURSE OF STUDY

We present here the newest form of the course of study. This is the course required of students coming directly from the grades. Teachers holding first-class certificates, high school graduates and others of equal scholarship will be given credit for all but one or two of the subjects given in the Preparatory Course. High school graduates from first-class accredited high schools and others of equal scholarship are expected to complete enough work to receive the Elementary Certificate in three terms, the Intermediate in four terms and the Advanced in eight terms. The amount of credit given for work done elsewhere depends upon the character and quality of the student's work and of the institution in which the work was done. Bring with you your note books in Physics, Chemistry, Biology, Agriculture, Home Economics and any other subjects in which you have made careful notes. Also bring your first-class certificates, state certificates and all other evidences of scholarship you may have. We attempt to give reasonable credit for first-class work.

Residence Work.—No one will be granted the Elementary, or Two-Year, Certificate or the Intermediate, or Four-Year, Certificate for less than three terms of work, one of which may be a summer term. The Advanced, or Life, Certificate will be issued to no one for a residence attendance of less than forty weeks, no matter how many credits may be given for work done elsewhere. The course is as follows:

PREPARATORY COURSE.

Arithmetic 1
Grammar 1
Geography 1
Reading 1
Penmanship 1
Forensics

Civics 1
Grammar 2
Kentucky History
Physical Education
Penmanship 2
Forensics

Physiology 1
Theo. and Practice
Dickson's History
Course of Study
Composition and Letter
Writing

ELEMENTARY CERTIFICATE COURSE.

Arithmetic 2
Grammar 3
Psychology 1
Algebra 1
Music 1
Forensics

Ru. Sociology
Geography 2
English 1
Algebra 2
Music 2
Forensics

Phys. Geog. 1
English 2
History 1
Agriculture 1
Civics 2 (H. S.)
War Work
Forensics

Phys. Geog. 2
Physiology 2
History 2
*Agriculture 2
Drawing 1
War Work
Professional Read.

Method in Reading
Reading 2
Nature Study
Illus. Teaching
Handwork
Domestic Arts 5
or Military Training

*Home Economics 1 may be taken instead of Agriculture 2.

INTERMEDIATE CERTIFICATE COURSE.

*Latin 1
German 1
French 1 or
Spanish 1
Agricul. 3
Biology 1 or
Home Econ. 1
Algebra 3
English 3
Education 1
Forensics

Latin 2
German 2
French 2 or
Spanish 2
Agricul. 4
Biology 2 or
Home Econ. 2
Geometry 1
English 4
Education 2
Forensics

Latin 3
German 3
French 3 or
Spanish 3
Agricul. 5
Biology 3 or
Home Econ. 3
Geometry 2
English 5
English Hist. 1
Forensics

Latin 4
German 4
French 4 or
Spanish 4
Agricul. Econ.
Biology 4 or
Home Econ. 4
Education 3
English 6
English Hist. 2

Economic Geog.
Drawing 2
Reading Circle
Music 3
Education 4
Public Speaking
Handwork

*In selecting the subjects consult the heads of these departments.

ADVANCED CERTIFICATE COURSE.

This Course Can be Finished in About Six Terms.

*Latin 6
German 5
French 5 or
Spanish 5
Physics 1 or
Chemistry 1
Gr. History
English 7
Method 1
Education 5
Forensics

Latin 7
German 6
French 6 or
Spanish 6
Physics 2 or
Chemistry 2
Ro. History
English 8
Method 2
Education 6
Forensics

Latin 8
German 7
French 7 or
Spanish 7
Physics 3 or
Chemistry 3
Med. History
English 9
Practice 1
Psychology 2
Forensics

Latin 9
German 8
French 8 or
Spanish 8
Physics 4 or
Chemistry 4
Mod. History
English 11
Practice 2
Handwork
Blackboard Sketch

Applied Math.
Geographic Infl.
Hist. of Education
English Syntax
Construction of
Lab. Material
Phys. Education
English 12
Algebra 4
Sol. Geometry
Clay Mod. and Pottery

*For Latin 5 see discussion in catalog.

Education Electives—1. Method in Geography; 2. Method in Language; 3. Primary Method; 4. Method in History; 5. Supervision; 6. Rural Administration and Supervision, Agriculture and Home Economics; 7. Measurements, Standards and Surveys; 8. Intermediate and Grammar Grade Methods.

PRESIDENT WILSON IN FAVOR OF KEEPING UP THE SCHOOLS

Efficiency Should Be Maintained Despite War Burdens, He Says in Letter.

The Department of the Interior authorizes the following:

President Wilson urges generous support for schools of all grades during war time. In a letter to Secretary Lane approving the Bureau of Education's plan for an educational campaign this summer and fall, he says:

"I am pleased to know that despite the unusual burdens imposed upon our people by the war they have maintained their schools and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that, in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools, or colleges is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over. So long as the war continues there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social, and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore

urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as wisely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people. I approve most heartily your plans for making through the Bureau of Education a comprehensive campaign for the support of the schools and for the maintenance of attendance upon them, and trust that you may have the co-operation in this work of the American Council of Education."

BOARD

As far as we know, there is not another city in the south that offers its 2,000 non-resident students as cheap a rate of boarding as Bowling Green.

Good table board, \$2.60 per week. Excellently furnished rooms, 75 cents to \$1.25 per week. Good board and well-furnished rooms for \$3.25 to \$3.75 per week.

Private Board for Students—We are glad to announce that you can get excellent private board, in good families, everything furnished, for \$4.25 to \$4.75 per week.

Self-boarding.—Students who desire may rent rooms or cottages and do self-boarding. A good number of men and women are doing this. Their entire expense for boarding usually does not amount to more than \$8 or \$10 per month.

SERVICE FLAG

The service flag of the Western Kentucky State Normal School now displays upward of five hundred stars for our student soldiers here or abroad, and no doubt many others should appear in addition to this number. We hope former students and friends will send to us the present addresses of these noble young men, as we are especially glad to send all literature issued by the school to our student-soldiers. Parents are requested to let us have the correct addresses of all former students who are now in military service, either in the various training camps of this country or on foreign soil.

OPENING OF FALL TERM

The fall term of the Western Kentucky State Normal School will open Tuesday, September 10, 1918, and the present indications are that the enrollment will be up to its usual standard. Many letters are being received at the office from students who plan to enter the Normal for the first time on that date, and many former students will return to begin the work of the new year. The need for trained teachers is greater than ever before in the history of the institution and salaries are being adjusted in proportion to the general upward trend of prices. Will you be one of the number to step into the gap made by the military service of our noble young men who are now in the various training camps in this country or in active service abroad?

FREE TUITION

There is plenty of free tuition in the various counties for all persons eligible to appointment by the county superintendent. If you have not already received an appointment to free tuition it would be well for you to see or write him at once and ask him to issue you your appointment. Present your appointment at the registration office when you come to enroll. Begin now to make your arrangements to enter at the opening of the fall term.

CERTIFICATES

Students who have completed a strong high school course are usually able to complete the Elementary, Intermediate or the Advanced Certificate Course in the minimum time—twenty-six weeks, forty weeks and two scholastic years. The catalog gives specific information concerning the amount of work required in each course. Be sure to write for it and it will be a pleasure to send it.

FULL SUMMER SCHOOL

The attendance during the Summer School just closed has been the largest in the history of the institution for that particular term. This has been especially gratifying during the past year, since because of war conditions there has been a falling off in the enrollment of young men in the institution. The attendance was not only larger, but the various courses of study, including the special war courses, were eminently successful.

RURAL SCHOOL HISTORY

Miss Novella Glasgow and Miss Birdie Mae Fields, of the class of 1918, have accepted places on the staff of the Concord Consolidated School, of Calloway county. They had refused attractive offers from large city systems because of a conviction that they could give more valuable service in rural positions. The other teacher in the Concord School, Miss Emma Meador, is also the Western Normal.

We predict that rural school history will be written at Concord this year; items from that history we shall be glad to publish in ensuing issues of Normal Heights.

CREDITS

It is the purpose of the institution to give full credit for work that has been completed above the common school course. This is made an individual question, and the credentials of each student are passed on carefully and with the purpose of extending every liberality possible. We have no disposition to have a student go over work which he has already mastered.

TEXT BOOKS USED

Our catalog will be mailed to any one requesting it. Be sure to send for it as it gives complete information concerning all items of expense and list of text books used, as well as the different courses of study.

TOMORROW'S MAN WITH THE HOE

(Delivered by Mrs. J. B. Thomas at the Annual Meeting of the Western Normal Alumni, June 12, 1918.)

"Whatever events in progress shall go to disgust men with cities and infuse into them the passion for country life and country pleasures will render a service to the whole face of this continent, and will further the most poetic of all the occupations of real life—the bringing out by art the native but hidden graces of the landscape."

So spoke Emerson over half a century ago, and looking down the years we wonder if the events of the past months will not come more nearly fulfilling the prophecy than any that have gone before. Could he have foreseen, however, what these were to be—the throes of a world war, the agony of broken hearts, the devastation of cities, the starving of little children—would he yet have said "A service to the whole face of this continent?"

If this terrible struggle with its attendant high cost of living, its enormous profits, and its patriotic efforts to clothe and feed a shivering and a starving world is calling to the plow our people in ever increasing numbers as well as arresting there many who otherwise would have changed, is it not well worth our while to consider what the result may be on the physical, mental and spiritual nature of our rural population in succeeding generations? Whether it is indeed to bring about "A service to the whole face of this continent!"

The conditions under which our people labor have never been and we believe will never be the same as those of the older countries, but are we subject in a more subtle and hence a more dangerous sense to the interpretation that Markham makes of Europe's "Man with the Hoe" when he says in part:

Bowed by the weight of centuries he leans
Upon his hoe and gazes upon the ground,
The emptiness of ages in his face,
And on his back the burden of the world,
Who made him dead to rapture and despair?

Is this the thing the Lord God made
and gave
To have dominion over sea and land;
To trace the stars and search the heavens for power;
To feel the passion of Eternity?

What gulfs between him and the seraphim!
Slave of the wheel of labor, what to him
Are Plato and the swing of Ptolemaeus?
What the long reaches of the peaks of song,
The rift of dawn, the reddening of the rose?

Or, are we to have as our type of "The Man with the Hoe" the embodiment of the best that the nation has to give of physical, mental, and spiritual development, the "upward looking," the strong, brave soul who considers his tool as his scepter and his acres as his realm? The answer to Whittier's prayer.

"A farmer's son,
Proud of field-lore and harvest craft
and feeling
All their fine possibilities,
One who makes labor noble, and his farmer's frock.
The symbol of a Christian chivalry."

The fact that the majority of you whom I address today are teachers, either of teachers or of children, inspires me to make this effort to tell what I see as the possible heritage of those so fortunate as to belong to rural communities. I say the fact that you are teachers inspires me because I know that as such you more than any other class of persons have made a study of what is termed the "Rural Problem," a problem the solution of which may be in sight according to the books, but which certainly has not reached its fullness of purpose as existing conditions testify. However, just as our schools by their failure thru long years to articulate with rural life have been largely at fault, so now by their untiring efforts will they be instrumental in bringing sight to the eyes, sound to the ears and understanding

to the hearts of those who may otherwise fail to recognize the beauties and blessings and the glorious privileges of the ownership of God's great out-of-doors. I leave to these same text books the telling of how this is to be brought about. I only know with Grayson, that not until we ourselves have stooped to touch the soil with those who labor, will we catch the magnetic current of their confidence and understanding. Not until we ourselves have caught the "odors of the fields," have heard "the song of the lark," have noted "the rift of dawn," the "reddening of the rose" will those coming after catch any inspiration from us.

Today the one thought of our people, both urban and rural, is the production and conservation of food for our soldiers and our allies. To this end our rush for seeds, or demand for tools, our war gardens, our plowed lawns. To this end the increased acreage of cultivated farm lands, the drafting of vagrants, the exemption of labor. To this end the pledging of the housewives all over our land for conservation of food in every way; and so fast as our government can organize will all other means be used to bring about the end in view, a complete victory over a haughty and heartless foe.

And as we meet together town and country in our rallies, our clubs, our Red Cross sewing rooms the fires of patriotism are fast burning away not

armed with an inheritance of physical and mental power that will make them among the last to leave Norman's-land and among the first to carry the stars and stripes thru the streets of Berlin.

Owning a farm doesn't mean that a man is a farmer, nor does it mean that his sons will be farmers after him. He may live in town or even in the country for that matter, and drive out in his machine to talk to his tenants while his children are being educated in town, forming town habits and town acquaintances and taking up town occupations scarcely knowing that father owns some land, certainly not learning to love or to regard that land other than as a means of income. This type of land owner we may eliminate from future hope. What we need, what we must have, if we are to meet future demands with confidence is a handed down from father to son land ownership together with a handed down from parent to children respect and regard for the dignity of farming and a love for actual living and laboring in the open which no temptation can take away. With these conditions as a basis we may face the future fearlessly.

Since the beginning of time mother nature had endowed those of her children who cling to her most closely with an inherent health and vigor not vouchsafed to those of her erring ones who wander away to live in congested groups. The city uses men up. Its habits, its occupations, its pleasures, all tend toward enfeebling and debilitating those who become its slaves. The country youth who spends his days in the fields comes home at evening healthfully tired and ready for the hours of sleep that send him forth again fresh and vigorous for another day. What's more sad

"Announced by all the trumpets of the sky,
Arrives the snow, and, driving o'er the fields,
Seems nowhere to alight; the whited air
Hides hills and woods, the river, and the heaven,
And veils the farm house at the garden's end,
The sled and traveler stopped, the courier's feet
Delayed, all friends shut out, the housemates sit
Around the radiant fireplace, enclosed
In a tumultuous privacy of storm."

It is for such days as these that the family must plan beforehand, storing away food for stock, filling cellar and the pantry. No corner grocery to which to turn at the minute for some forgotten necessity. If the mother is awakened by the brassy cough of a croupy child or by some other sudden illness, she must have at hand the remedies to apply. No downtown drug store on which to depend. This situation may seem to the city dweller one of unbearable loneliness and inconvenience, but going to the heart of things we find that it is the independence and the resourcefulness engendered in such homes that have put the country reared boy at the head of affairs in whatever line of work he has chosen to follow. We would not be reactionary, go back to the hardships of pioneer days, but summing up the conditions that have given us great men one is constrained to believe that the attempt to make farm life one of ease and luxury but adds to the "Rural Problem."

The agricultural papers tell us that the farmer must have an automobile to rush his beans to market or to get a new plow point so that he can

infinite courage and patience displayed.

One of the most crying needs of our folks from an aesthetic standpoint is an awakening to the beauties and glories that lie about them, and appreciation of the privileges of owning the riches of art we have unfolded before us each day. Would we but look toward the fields as the rising sun lifts the misty veil of dawn and see the laborers go forth to their duties we would own as our own a rival of Millet's "Going to Work," or would we pause from our labors long enough some day to watch the farmer as he strides across the field holding on his left arm a bag or small sack while with the right hand he casts the precious seed, swinging his arm with a circular movement, his whole body expressing a perfect rhythm of motion we could truly say, here is the original of "The Sower." And as we look, would that with clearer vision we might understand and appreciate the significance of the planting. "The Sower"—does he not hold the lives of the nations in that hand? Should he cease his toil, the world with its millions must wither and die. No sceptered hand ever wielded the power that is given to this one as with a precision born of long practice it scatters the precious seed.

Rosa Bonheur spent weary months of patient study going miles into the country daily that she might learn the habits of the very animals we have about us daily. And when as a result she gave to the world "The Horse Fair," "Ploughing," "The Contented Flock," "Cattle of Brittany," etc., she transferred to her canvas with brush and paint beauties for which great prices have been paid, but which we own for the mere looking could we but waken to the glorious fact that the countless art treasures of nature are free to all.

Not only have great artists taken as their subject our daily surroundings but numberless poets have found inspiration in the beauties of our everyday life. Such a one finds expression in the lines:

Have you seen an apple orchard in the spring?
In the spring?
An English apple orchard in the spring?
When the spreading trees are hoary
With their wealth of promised glory,
An the mavis sings its glory
In the spring.

Have you plucked the apple blossoms in the spring?
In the spring?
And caught their subtle odors in the spring?
Pink buds pouting at the light
Crumpled petals, baby white,
Just to touch them a delight
In the spring.

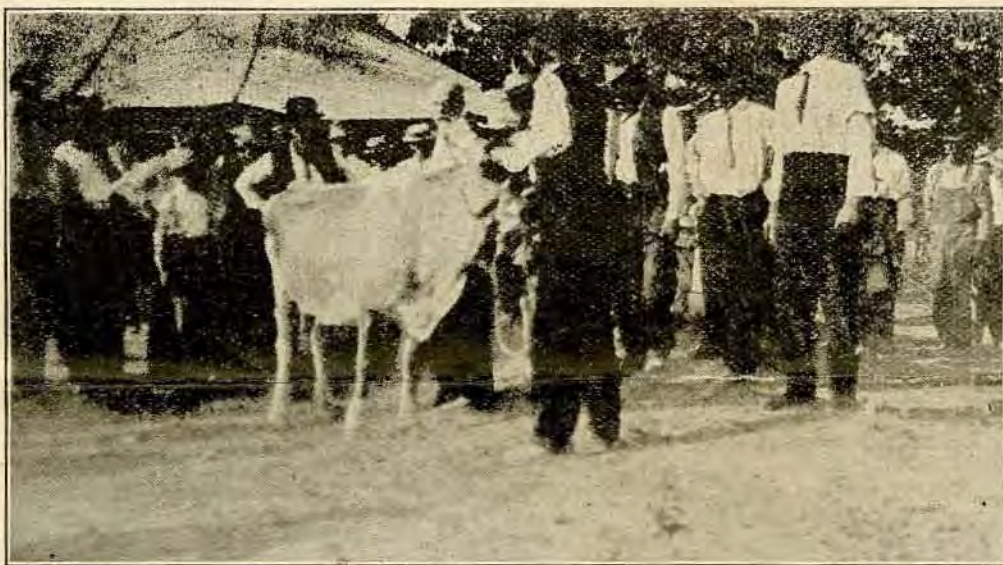
Have you walked beneath the blossoms in the spring?
In the spring?
Beneath the apple blossoms in the spring?
When the pink cascades are falling
And the silver brooklets bawling
And the cuckoo bird soft calling
In the spring?

If you have not, then you know not in the spring
In the spring,
Half the color, beauty, wonder in the spring
No sweet sight can I remember
Half so precious, half so tender
Than the apple blossoms render
In the spring.

Helen Hunt Jackson, in her poem "November," takes us thru the woods and points out to us the marvelous sights and sounds she finds there.

Each day my steps go slow grow light
As through the woods I reverent creep
Watching all things "lie down to sleep."

I never knew what beds,
Fragrant to smell and soft to touch
The forest sifts and shapes and spreads;
I never knew before, how much
Of human sound there is, in such
Low tones as thru the forest sweep
When all wild things "lie down to sleep."



A Cow Testing Exercise at A Rural Chautauqua

only individual indifference and sloth, brought about by peace and luxury, but that intangible barrier between the townsman and his country brother developed thru distance, difference in environment, tastes and occupation. To this extent we will say with Emerson "A service to the whole face of this continent."

And may I in passing say a word for the patriotism of the farmer? He has been slow to accept this war as his. He was out in the fields. He was busy and didn't read the papers much. He didn't go to town often, so saw no soldiers marching, flags flying, heard no drums beating or fiery speeches calling men to arms. If his neighbor's son volunteered he probably went from school or from his city position without even coming home. There has been no devastated march of armies thru his fields, no confiscation of stock or food, no burning of barns or granaries. Instead of these there came demands at higher and higher prices for his products. The land itself doubled in value and real estate agents came to see if he would sell. Prosperity and ease loomed up ahead. Is it any wonder that for a time they seemed to hide the flag? But the truth has come to him at last, that somehow somebody wants to make him a slave, to take away the liberties he believed he had for all time, and the American farmer can never be enslaved. He is the freest of the free. So with all the courage, the resourcefulness and the tenacity which his mode of life has engendered will he fight with labor, food and money for the blood-bought liberty he loves so well. He may not leave his cornfield to attend all the patriotic rallies, or fly a flag over the old buggy as he jogs along to town, but he will send his sons into battle

than the sight of anaemic youths wasting the hours that nature intends for rest in a vain search for life in various places of amusement. Health! Would that we might blazen the word and its full meaning in letters of fire before the eyes of our American boys and girls. It is being noted when examination for the draft is made that a pitifully high per cent of our country boys as well as city boys are suffering from preventable diseases. This ought not to be. How long must they remain ignorant of the special opportunities for health which they possess. Exercise in the fresh air, wholesome food and sunshine. What a price we pay when after years of neglect we come creeping back to mother nature in prayer and supplication for the gifts we cast aside. Health—did the outdoor life of the country yield but this one boon it would be worth the keeping of every soul so blessed as to have the slightest opportunity to claim it.

But physical well-being is only a part of its blessings. Someone has said fear built the first city, built Athens, Rome, Carthage, Paris. Certainly with few exceptions men are found first in cities or settlements. In Africa, it is said, there is no country life. One steps from the jungle or forest into the settlement or village. It is then a sign of progress, of courage when man dares to leave the protection, the company of other men and takes root in the country. And indeed it is a life that calls for, encourages, and develops courage, resourcefulness, patience.

Read again Emerson's "Snow Storm" and you have the description of a situation that may obtain, and this past winter did obtain for days in the country.

get back and do a day's work. Will the son who takes that early morning spin be willing to follow an old slow mule up and down the corn rows for the rest of the day? Will the daughter who went with him come back with happy heart to help with the routine of household work? Farm life cannot be lived rapidly. Crops grow slowly; first the sowing, then the tending, then after long months, if at all, the harvest.

I spent the summer of 1913 on the farm, those terrible months when day after day the sun rose to cast its scorching beams across the cornfield and meadow, burnt till the blades of grass and corn curled and shriveled in thirsty despair. The farmer had in sixty acres of corn. The fields were rich and well rested, the corn came up quickly and gave early promise of an abundant harvest. Then the days when the rains did not come. Each day the farmer took his teams and I could see him together with his helpers going slowly back and forth across the field stirring the soil to hold what moisture remained. Each night he came home with the knowledge that the crop was failing, yet next day he went again thru burning heat to the same fruitless task. The crop failed, but the next year he planted corn again.

That year I watched the same thing happen to our own little place. From my seat on an old stump in our yard, I could look over the field and see a cloud of dust rising to mark the progress of the horses thru the rows of twisting, suffering corn. This man too had failed the year before, but up and down the rows he went just the same. What these men did farmers all over the county were doing day after day. One could marvel at the

Each day I find new coverlets
Tucked in and more sweet eyes shut
tight,
Sometimes the viewless mother bids
Her ferns kneel down full in my sight;
I hear the chorus of good-night
And half I smile and half I weep
Listening while they "lie down to
sleep."

I would rather my little farmer lad
should feel the beauty and tenderness
of orchard and woods than these sim-
ple poems portray than that missing
these he own the richest acres of his
state or wear the class pin of a great
university.

Were I a Keats or Shelly, a Words-
worth or a Burroughs I might attempt
to crystalize into word: the medley
of sounds that make up from dawn
till dawn again, from year's end to
year's end, the music of the farm.
From the stringent chorus of a goodly
number of old Dominecker hens (and
believe me with eggs ranging from
30 to 60c that is music to the house-
wife) on thru an endless variety of
sounds the genuine notes of the dem-
ocratic robin; the clear call of Pheobe,
come back to remodel her nest under
the eaves; the loud strong notes of the
High-hole, investigating that cavern
he dug last year in a nearby locust;
the warble of Mrs. Wren who decides
to build in a pint cup left out one
night, together with the various notes
and songs, calls and warbles of blue
bird, red bird, mocker, cat bird and
thrasher and dozens of other favor-
ites and we have for the listening a
chorus that will rival the first night
of any opera season. Then there is
the more subtle tho none the less har-
monious accompaniment of wind in
the trees, the dripping of the rain,
the hum of insects, the ripple of run-
ning water. Is it any wonder that
with ears attuned to such harmonies,
the clang of street cars, the rumble
of carts over cobble stones, the con-
stant honk of motors, the jarring rush
of trains keep the country cousin
awake o' nights.

I am not wrong in believing that
out of honest contact with the soil
there develops the most wholesome
philosophy of life. To the one who
"loves the open, whose heart responds
to the soft music of meadow and field,
whose ear is attuned to the rhythm
of the season, who feels the response
of intelligent care of soil and plant
and animal," to such a one there come
boundless opportunities for close ob-
servation, meditation and pondering
of the heart which leads at last to
clearness of vision, to culture and
wisdom. The philosophy, if you
please, of our beloved President
Cherry, and so forcibly expressed by
him when he says: "All things being
equal, the man who raises the full
ear of corn is a better Christian than
he who is satisfied with the nubbins."

A philosophy which tho not always
tangible might be expressed in the
following slightly changed lines:

"I live in the fields
Where the wide earth yields
Her bounties of fruit and grain,
Where the furrows turn
Till the plowshares burn
As they come round and round again.
Where the workers pray
With their tools all day
In the sunshine and shadow and rain.

And out of it all
As the seasons fall
I build my great temple away,
I look to the skies
But my pathway lies
Midst the commonplace work of day;
For I feel the worth
Of the native earth
To live and to work is to pray."

And is it not true that there is a
call of the soul for the quiet places
of earth and that in such places its
depths are sounded?

It was out of the lonely hills of
Judea, with the starlight dome of
Heaven as his canopy, a stone as his
pillow and the trusting sheep as his
only companions that a simple shep-
herd lad touched his harp and sang
these words that have brought com-
fort and hope to untold numbers of
God's children:

"The Lord is my shepherd, I shall
not want;
He maketh me to lie down in the
green pastures,
He leadeth me beside the still waters."

Our Savior, when He would com-
mune most closely with the Father,
sought not the crowded streets of
cities, but turned His weary steps to
the hills there to gain fresh strength

and inspiration for the teaching and
guiding of the crowds that followed
Him. And when the last days came
and He would fain have put aside
the bitter cup, He sought in His agony
of spirit the solitude of a lonely gar-
den and there upon His knees was
able to say "Not my will but thine
be done."

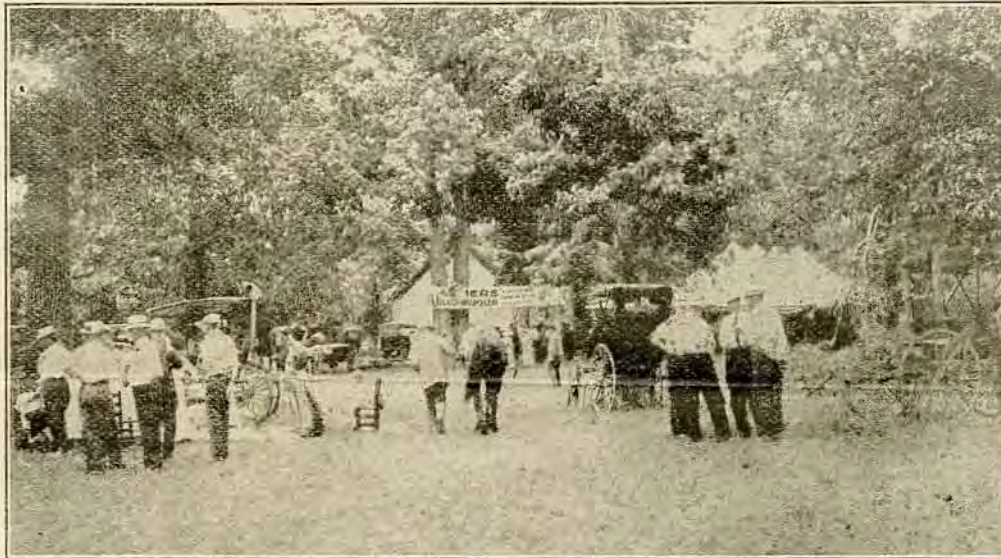
So as we take this brief review of
the richness of life in store for the
farmer of tomorrow, as we recognize
his opportunities for physical health
and vigor, for mental discipline, for
spiritual inspiration and growth, we
may picture him not "Dead to rapture
and despair as he leans upon his hoe
and gazes on the ground," but rather
as in the cool of a summer's evening,
midst the plants he has so tenderly
cared for, with the mingled odor of
freshly mellowed earth and dew-laden
flowers as incense and the soft melody
of the evening songster his Ave Maria,
he rests upon his hoe and communes
with God in his garden.

WHERE THEY WILL TEACH 1918-19

Joyce Adams, Bloomfield H. S., Ky.
Fan Anderson, Graded School,
Campbellsville, Ky.
Eva J. Allen, Junior H. S., Morgan-
field, Ky.
Mary E. Ambrose, Nally, McLean
county, Calhoun, Ky.
Miss Tula D. Babbage, Graded and
High School, Cloverport, Ky.
V. E. Burns, Elkhorn, Franklin
county, Ky.
Lila Bohannon, Elba, Ky.
Mrs. V. E. Burns, Primary Work,
Elkhorn, Ky.
Miss Pearl M. Brown, Graded School
McHenry, Ky.

Katie Johnson, Swamp Valley
School, Calhoun, Ky.
Alzada Johnson, Herman School,
Elkton, Ky.
Clemantha Jordan, Cuba Graded and
H. S., Mayfield, Star Route, Ky.
Maggie Kelly, Cuba H. S. (Asst.),
Sedalia, Ky.
Emma Clara Lewis, teach at Cov-
ington, Ky. (Home), Rineyville, Ky.
Cora Lee, Public School, Owensboro,
Ky.
Mabel Lee, Griffith School, Daviess
County.
Cretia Lykins, Smiths Grove, Ky.
Miss Ruth Litton, Graded School,
Drakesboro, Ky.
Jewell Martin, Edmonson County.
Elizabeth Moore, Hartford Graded
School, Hartford, Ky.
Polly McClure, Dixon High School,
Dixon, Ky.
Catherine Morgan, Meade County H.
S., Brandenburg, Ky.
Elizabeth McMurtry, Madisonville,
School House, Kevil R. R., Ky.
F. Z. Monarch, 6th and 7th grades,
Utica, Ky.
Lillian Milner, McFadden School,
Fulton, Ky.
Walter Norrington, Principal of
Seven Hills School, Owensboro, Ky.
Carrie Newman, Paducah Schools,
422 S. Ninth St., Paducah, Ky.
Elizabeth Oldham, Rome School,
Daviess County.
Lennye Osborne, Brick School, Cal-
houn, Ky.
Lois Omer, Graded School, Madison-
ville, Ky.
Annie Mae Owen, Hart County.
Mattie Powell, Heath, or McCracken
County H. S., Paducah, Ky. No. 2.
Allie Price, Graded School, Melber,
Ky.
Belle Potter, Hickman, Ky.
Kate Phillips, Rural School, Gra-
ham, Ky.

Hazel Collette, High School, Rich-
mond, Ky.
Mary Hall, teach Geography and
Physiology in Graded and High School
Cadiz, Ky. (Her old school.)
J. S. Morris, Principal Graded
School, Ghent.
Catherine Hendricks, Principal
Graded and High School, Beech Grove,
Ky.
Lillie Mae Rogers, Principal Graded
School, Greensburg, Graded and High
School.
Dalazine Hardin, Grades, Paducah,
Ky.
Ruth Moore, Departmental Work,
Ludlow Graded and High School.
Margaret Clement, Graded School,
Paducah, Ky.
Sarah Hendricks, Assistant High
School, McHenry, Ky.
D. H. Vass, Principal Graded and
High School, McHenry, Ky.
Florence Smith, Rural School, Au-
burn, Ky.
Kitty Marlow, Graded School, Vine
Grove, Ky.
May Upton, Rural School in Warren
county.
Allene Atwood, Mayfield, Ky.
Ruth Stephens, Paducah, Ky.
Allene Richardson, Louisville, Ky.
Louise Travelstead, High School,
Bowling Green, Ky.
Lilly Kuykendall, High School,
Poole, Ky.
W. A. Simmons, Principal Oddville
High School, Cynthiana, Ky.
Ida Hunt, Rural School, Spencer
county.
Vivian Hastie, Rural School, Shelby
county.
Mrs. J. R. Hudnall, Grades, Owens-
boro, Ky.
Ruth Coward, Graded School,
Owensboro, Ky.
E. H. Canon, Principal Finchville
High School.



Arriving at a Rural Chautauqua

Laura E. Blondin, Primary teacher,
Blackford, Ky.
Miss Joette Bailey, Oscar Consoli-
dated School, LaCenter, Ky.
Annie Cato, Graded School, Ear-
lington, Ky.
Lela Crass, Ed. Division 1, Sub. 4,
Graves County, Ky.
Mary Agnes Cox, Rural School near
Madisonville, Ky.
Marie Louise Crow, Fulgram H. S.,
Clinton, Ky.
Lucille Corder, Graded School,
Scottsville, Ky.
Thelma Guynelle Cook, Public
School at Beelerton, Fulton, Ky.
Vivian Caldwell, Hickman Public
School, Hickman, Ky.
Elsie Dulaney, Lewisport High
School.
Hazel Everly, Consolidated School,
Bremen, Ky.
Gus Eskridge, Nortonville, Ky.
Ercell Egbert, Rural School, Prince-
ton, R. No. 1, Ky.
Aisie Gray, Pryors District 88,
Mayfield, Ky.
Ruby C. Horning, Primary Dept.,
Clay, Ky.
N. T. Hooks, Principal, Oakland, Ky.
Ona Hill, Graded School, Beech
Grove, Ky.
Mrs. M. E. Harelson, Sharpe School,
Benton, R. No. 6, Ky.
Miss Emma Helm, Graded School,
Mayfield, Ky.
Ellen Harris, Trenton, Ky., R. No.
2, Box 56.
Bettie Hagan, Public Schools, In-
dianapolis, Ind.
Ida Harris, Bell's Chapel School,
R. No. 2, Trenton, Ky.
Max Hurt, Jackson School, Kirksey,
R. No. 1, Ky.
Lucy Johnson, Little Grove School,
Calhoun, Ky.
Greta Johnson, Franklin, Ky.

Bertie Renfrow, Mount Victory
School, Bowling Green R. (?)
Mattie Belle Reid, Fisherville
School, Fisherville, Ky.
Abby Risinger, Hopewell School,
Buechel, Ky.
Pearl Roam, Graded School, Pem-
broke, Ky.
Allene Richardson, Louisville, Ky.
Iva Rief, Paducah, R. No. 2, Ky.
Grace T. Renfrow, Graded School,
Island, Ky.
Grace Riggs, Rural School, Calhoun,
No. 3, Ky.
Effie Smith, Owensboro Public
Schools, Owensboro, Ky.
Irene Smith, Rural School, Calhoun,
R. No. 3, Ky.
Virginia Dare Stout, Louisville
Schools, Louisville, Ky.
Ronella Spickard, Flat Rock School,
Fredonia, Ky.
Zada Smith, Pisgah School, River-
side, Ky.
Geneva Scott, Fulton County Graded
School, Crutchfield, Ky.
Ellen Soder, Louisville, Ky.
Margery L. Settle, Reeves Rural
School, Livia, Ky.
Miss Ruth Tapp, Rural School, Prov-
idence, Ky.
Mary Van Horn, Primary Work,
Covington, Ky.
Hattie Veale, Paducah, Ky.
Ruth Waltrip, Grade Teacher,
Owensboro City Schools, Owensboro,
Ky.
Lola Winstead, Graded School, Se-
bree, Ky.
Mrs. L. C. Winchester, Whitesville,
Ky.
Lula Wright, Graded School, Beech
Grove, Ky.
W. M. Watkins, Liberty, Ky.
Bernice Williams, Graded School,
Hodgenville, Ky.
Mrs. I. G. Walker, H. S. Asst., Wick-
liffe, Ky.

Vivian Brame, Graded School, Pa-
ducah, Ky.
Katie Bland, grade teacher in one
of schools of Washington county.
H. B. Huddle, High School, Eliza-
bethtown, Ky.
Katherine Jones, McVeigh, Ky.
Rose Margaret Heyd, Jamestown.
Paul Phillips, Rural School, Rey-
nolds Station, Ky.
E. N. Pusey, Assistant in High
School, Providence, Ky.

RURAL KENTUCKY AND THE WAR

The rural people in all sections are
more isolated and more lonely than
those in other places. In that way
at least the war will fall more heavily
upon the rural sections. Out there
the fathers and mothers will have less
to cheer them on. The association
with other war fathers and mothers
will be less frequent. Surely the
heart of the world must turn to the
country folk who are giving their all
to help win the most important strug-
gle of the ages.

There are many things which coun-
try people as well as city people
ought not to do in these days, and
many things which they ought to do
with all their might.

In the first place we should not
spend any time at all trying to con-
vince ourselves and others that the
United States should not be in the
war. The great problem in our coun-
try now is how to honorably get out
of war.

In the next place, no self-respecting
country man, or woman, should ex-
pect or allow others to do his or her
part in supporting the war. War Sav-
ings, Red Cross, Y. M. C. A. work, and
other activities are organized on the
plan, or partly on the plan, of dividing

responsibilities according to the num-
ber of people. Every person who fails,
to any extent at all, to do his full
share, is to that extent a slacker.

No loyal country man can allow
himself to own or harbor dogs, if the
keeping of these dogs prevents other
men from keeping sheep. Wool and
meat were never so much needed as
now. The very lives of our boys over
seas depends, in a large measure, upon
the supply of meat and wool. The
man who harbors dogs and by so do-
ing reduces the number of sheep kept
on the farms by one single sheep, is
worse than a slacker.

No farmer's family can afford to dis-
obey the food regulations. A million
country boys will soon be over there,
waiting to be fed by the labor and sac-
rifice of all of us back at home. Think
of a man who will not give up bis-
cuits or meat, a few times a week,
when his neighbors' boys are giving
up their lives.

No farmer can afford to allow him-
self or his wife or his children to ig-
nore the War Savings movement. All
of us need to learn to save, and all
of us need to learn that the govern-
ment has a right to expect us to save
in its days of peril. It is just as un-
patriotic to leave any work to others
when we can do it as it is for a boy to
avoid the draft and let others fight
for the flag.

On the positive side, let us say that
all country people, as well as city peo-
ple, should avoid the use of unneces-
sary luxuries. It saves money, it
saves shipping space and it saves coal
to cut out all the purchase of arti-
cles not needed.

All farmers should produce most of
their surplus in food. Small crops of
tobacco are not objectionable, because
they can be cared for at odd times.
But the farmers must feed the sol-
diers and those who furnish their
equipment else the soldiers will die
from neglect and not from German
bullets. Their blood will be upon the
heads of American farmers and profi-
teers and not upon the war lords.

Every country boy and girl in all
the state should produce something
and save something this year and
next year. Let boys and girls, as well
as men and women, learn that all can
help win the war.

SUGGESTIONS.

1. Every school should have a Thrift Club and a Junior Red Cross.
2. Every boy and girl should be able to wear the war savings button. Teachers and patrons should see to it in every school.
3. The dog and sheep question should be taught as war civics. The lesson can not be too well learned.
4. Learn that war workers are not beggars and that the secret service men of the government will soon have the names of all men and women everywhere who treat them as beggars.
5. Teach in all schools that all people who can not help in some way are objects of charity and need help themselves.
6. It is the best time we shall ever have to teach canning, drying, poultry culture, pig raising, soil fertilization and all the things that will make for country uplift.
7. People may be slackers by neglecting their health. The tooth brush, the bath tub, the ventilated sleeping rooms and pure food in our country homes in Kentucky may help to win the war beyond the seas.
8. Patriotic music should form part of the program in every school day. Our country people need more and better music. This is the time to begin.
9. It will be desperately easy for rural teachers to become slackers in these days by running away from their job. Eight million rural boys and girls will have their whole lives blighted if our American rural schools are neglected for three or four years. There never was a time when it was so glorious to stick or inglorious to run away.

CALENDAR 1918-1919

Fall Term opens Tuesday, Septem-
ber 10, 1918.

Winter Term opens Monday, Novem-
ber 18, 1918.

Mid-winter Term opens Tuesday,
January 28, 1919.

Spring Term opens Tuesday, April
8, 1919.

Summer Term opens Monday, June
16, 1919.